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AUTHOR	Piper, Robert W., Comp.
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ABSTRACT

These three documents contain information to aid in selection of instructional materials for schools. The first begins with a list of 17 instructional materials selection criteria, bibliographic format and user interest criteria, criteria for non-fiction and fiction materials, and a nonprint review form. The second document, a handbook for instructional materials selection, is designed to assist school divisions in developing and implementing a written policy for the acquisition of instructional materials. This handbook contains a selection policy checklist, a rationale for the adoption of a written selection policy, suggested components of a selection policy, sample of components of existing policy statements, guidelines for implementing a selection policy, and an annotated bibliography of sources for use in developing selection procedures and sets of criteria for selection of print and non-print instructional materials. The third document is an annotated bibliography divided into two major sections. Section A includes the "finding aids" which identify what is available, giving bibliographic information without evaluating materials. Section B includes some 65 major evaluative tools. Many are special subject bibliographies in specific subject areas, and 33 are Canadian lists. (Author/LMM)

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1. INSTRUCTIONAL MATERIALS SELECTION CRITERIA RECOMMENDED FOR USE BY ALL SCHOOL PERSONNEL RESPONSIBLE FOR THE SELECTION OF INSTRUCTIONAL MATERIALS

2. SELECTION OF INSTRUCTIONAL MATERIALS FOR USE IN SCHOOLS: A HANDBOOK

3. SELECTED AIDS FOR SCHOOLS: AN ANNOTATED BIBLIOGRAPHY FOR SELECTION OF INSTRUCTIONAL MATERIALS

Robert W. Piper, Compiler

Manitoba Department of Education
Winnipeg, Manitoba, Canada

IR010524

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PREFATORY NOTE

The following criteria are suggested for general use by instructional materials selection personnel.

Recommending materials for use in schools requires responsibility and expertise on the part of those who select. Therefore it is important that criteria for selection be observed carefully. Additional criteria may have to be added from time to time, and modification of certain criteria may be necessary at the discretion of a committee.

GENERAL PROCEDURES FOR COMMITTEE

1. Each member of a committee should select for review those items which pertain to his or her special field of competence and interest.

2. Evaluate each item for its own merit and for its value as compared with other available items on the subject.

3. Review each item from as objective a point of view as possible.

4. Prepare an annotation to make clear the item's value, field of usefulness, and contents. Outstanding features may be mentioned: index, illustration etc.

5. Be prepared to have your annotation considered by the whole committee. A majority of the committee must be satisfied as to books and other materials recommended.

GENERAL CRITERIA

These criteria are not listed in order of importance.

1. Basic policies and standards of selection should be agreed upon and applied consistently.

2. Lists must be selective, aimed at providing the most value for the greatest number of students and teachers. Budget limitations in schools must be kept in mind.

3. Select the best of quality materials in any subject area, at various age and ability levels; average, below average, advanced.

4. Include materials suited to the needs of the community; rural, urban, industrial, and so forth.

5. Consult with subject experts in their respective subject fields.

6. All subjects and interests of the school should be satisfied as far as possible.

7. Let the basis of selection be positive, not negative; that is, try to decide always on what materials are desirable in the school, not on what one may wish to exclude.

8. Notwithstanding the above, avoid titles which may offend a considerable part of a community; that is, materials which promote the views of any one sect or party.

9. Acceptance of each title by a simple majority of a selection committee is necessary; where opinions are divided on some titles, these titles should be carefully reappraised.

10. Read reviews carefully and depend to a large degree on (1) your personal examanation of an item, and (2) reliable selection aids. (Descriptions in publishers' catalogues would not be considered reliable selection aids.)

11. Consider, first of all, recency of publication; that is generally speaking, material appearing in the current year, including revised editions of already established titles as basic to the subject under consideration.

12. Search for older titles which are still important and should not be missed from current listing.

13. Select contemporary materials, including those which are of temporary value, or ephemeral in nature, in recognition of the value of timeliness in instruction, and as a service to modern students who need modern materials.

14. In summary, a general criterion is that we select materials that develop and enrich life for the individual. Subject matter should be important to the child's and the young person's life and growth. Emphasis should be placed upon items that contribute to their understanding of themselves and their relationship to their communities. This is of particular significance when selecting materials for schools in Indian and Metis communities. Books and other media should present man's progress and an insight into human values, as well as an appreciation of what may be considered worthwhile.

15. Include the best of materials written and produced in Canada.

16. If materials are produced primarily for American comsumption, avoid them unless they are applicable to and available in Canada, as in fields of sport, ecology, nature study and other branches of art and science.

17. Controversial materials representing all points of view should be included if young people are to learn to think, as they develop their adult powers of reasoning and discrimination. Watch for balance in acquisition for this area. (Note nos. 7 and 8 above.)

5. BIBLIOGRAPHIC CRITERIA

Indexes, appendices, tables, graphs, notes, and other supplemental material should be provided where needed. Indexes, for non-fiction books, are particularly desirable. They are the essential distinguishing feature of a good reference book.

Bibliographies: adequate bibliographics at the level of reader interest and ability are useful.

Footnotes: in general, for school books, extensive footnotes and marginal nctes should be avoided.

6. CRITERIA FOR FORMAT

Format must be carefully considered. Remember that the "look" of a book may repell or attract, and that having to use a machine in order to acquire information may not appeal to the user's needs, or capabilities. However, when needed subject matter cannot be found in a preferred format, availability in almost any format must determine inclusion. For example, a text-book may of necessity become a library book, or a slide set may replace a set of study prints.

Size: is it easily handled? easily housed? Is it suitable for use with the intended user? Does it require special equipment?

Binding/Packaging: Is it well bound in a library edition?
Is it attractive? Is it packaged suitable?
Note: Qualities of durability and attractiveness are not mandatory in expendable materials. Avoid, if at all possible, books in spiral bindings. Include paperbacks if material is unavailable in hard cover, and remembering that paperback books are more frequently out of print than books in hard cover. Similarly, study prints and posters may be more stable than a film strip.

Paper: quality satisfactory?
colour pale as good background to print?
dull finish, rather than shiny?

Print: is it clear? readable? suitable to type of book and use? Satisfactory for both spacing and type? Easy on the eyes? Graphics are clear?

Margins: should be wide enough to allow for rebinding.

In general avoid the "monotonous" page uninterruped by paragraph division and having narrow margins.

Illustration: Is it consistent with, and contributory to the format, and to the actual text? Is it suitable for the intended group? (Note: good black and white illustrations are to be preferred to less-than-good coloured ones.) Consider carefully illustration as it relates to the field of science (including mathematics) home economics, social studies, primary books, industrial arts, business education.

7. USER INTEREST

Type of user: will the item interest students who are average, below average, advanced in ability and interests?

Appeal: is the appeal limited? popular? average?

Influence on user: in your opinion, will the material's influence be positive or negative? inspiring or depressing? wholesome or the opposite?

CRITERIA FOR NON-FICTION MATERIALS

Selection committee members may find it helpful to ask the following questions when evaluating materials in any subject field:

1. SUBJECT MATTER

Usefulness:	does it fill a curriculum need? is it of ephemeral value? permanent value? useful and recreational reading?
Interest:	will it interest the student it was intended for?
Purpose:	is the main purpose to inform? to convince? to inspire? to entertain?
Sources:	are they primary or secondary?

2. AUTHORITY

Author:	qualifications? check these in biographical sources if in doubt. Some degrees can be misleading. Attitude: is the viewpoint unbiased and impersonal? What is the relation of this item to others by the same person?
Publisher/Producer:	reputable? established?
Date:	how recent is the material? Is this a revised or a new edition? If so, is it a genuinely new edition? (The copyright date should be carefully noted. The printing date is of little importance but number of printings indicates demand.)

3. TREATMENT

Is it brief or exhaustive?
Is it practical or theoretical?
Is it popular or scholarly?
Is it non-technical, semi-technical, or technical?

4. LITERARY CRITERIA

Style:	is it simple, clear?
Presentation:	is it carefully organized, forceful?
Age Suitability:	is it appropriate for age level and subject matter?

CRITERIA FOR FICTIONAL MATERIALS

1. AUTHOR: Qualifications and background?

2. CONTENT

   Type: Novel; sports story; historical; fictionalized biography, and so forth.

   Setting: Time: present day, future, historical, place.

   Plot: Is the plot of contemporary importance? Is the treatment original or hackneyed? simple or complex? plausible or implausible? Is there dramatic interest?

   Characteristics: Has it vividnes and reality? Does one develop an interest in each character? Do the characters grow?

   Literary merit: Style
   Suitability

3. FORMAT

   Size: Easily handled? suitable for intended group? special equipment required for viewing or listening?

   Binding: Is it attractive?
   Is is durable? Is packaging suited to the material?

   Paper: Is it good quality?
   Is it adequate for use?

   Graphics: Are they suitable? excellent?
   Easy on the eyes? Consider print size and clarity.

   Illustrations: Good? Fair? Poor?
   Suitable for intended group?

4. USER INTEREST

   Type of user: Specifically for boys or girls or both? Average reader? Below average? Advanced? Discriminating?

   Appeal: Popular? Average? Limited?

   Influence on user: Likely to be positive? Inspiring?

   Wholesome? or, the opposite?

5. GENERAL ESTIMATE

Ephemeral value
Permanent, timeless value
Related to curriculum and informational needs?
Recreational and pleasure?

NON-PRINT REVIEW FORM

TITLE: _____

PRODUCER: _____ DISTRIBUTOR: _____

COPYRIGHT DATE: _____ RUNNING TIME: _____ COLOUR ☐ BLACK & WHITE ☐

FORMAT: 16 mm Film ☐ Videocassette ☐ Multi-media Kit ☐

CURRICULUM AREAS: (SEE REVERSE -- ☑ as many as applicable)

INTENDED USERS: K ☐ P(1-3) ☐ I(4-6) ☐ J(7-9) ☐ S(10-12) ☐ Adult ☐ P.D. ☐

USEFULNESS: Basic to Curriculum ☐ Supplementary Resource ☐
Enrichment ☐ Not Useful to Schools ☐

****

PURPOSE: Stated ☐ Inferred by Analyst ☐ (☑ below as many as applicable)

- ☐ Introduce/☐ Overview
- ☐ Present Information
- ☐ Aid Concept Formation
- ☐ Aid Problem Solving
- ☐ Provide Skills/☐ Drills
- ☐ Culminating Activity/☐ Review
- ☐ Build Motivation/☐ Interest
- ☐ Appreciation
- ☐ Values Clarification
- ☐ Left to User
- ☐ Other _____

CONTENTS: (specify topics covered; breadth and depth of coverage) _____

_____

_____

_____

_____

HOW ARE THE CONTENTS OF THE MATERIAL PRESENTED? (☑ as many as applicable)

PRODUCTION TECHNIQUES:

- ☐ Motion/☐ Still Photography
- ☐ Drawings/☐ Paintings
- ☐ Captions/☐ Subtitles
- ☐ Animation
- ☐ Live Action
- ☐ Special Effects
- ☐ Other _____

TREATMENT:

- ☐ Imagery
- ☐ Problem Solving
- ☐ Direct Teaching
- ☐ Story Telling
- ☐ Documentary
- ☐ Dramatization
- ☐ Natural Phenomena
- ☐ Demonstration
- ☐ Non-verbal
- ☐ Other _____

METHODOLOGY/LEARNING ACTIVITIES: TEACHER'S GUIDE --- YES ☐ NO ☐

GUIDE CONTAINS: (☑ as many as applicable)

- ☐ Content Summary
- ☐ Objectives
- ☐ Script
- ☐ Background Information
- ☐ Vocabulary List
- ☐ Discussion Questions
- ☐ Suggested Learning Activities
- ☐ Bibliography
- ☐ Suggestions for Teacher
- ☐ Test or Quiz
- ☐ Other _____

OTHER CONSIDERATIONS: (please record your assessment of the following)

Is the information factually correct?	Yes ☐	No ☐
Is there a pervasive bias which distorts the material?	Yes ☐	No ☐
Will this material become dated in the near future?	Yes ☐	No ☐
Is the content likely to cause concerns in some communities?	Yes ☐	No ☐
Is the content appropriate for the medium?	Yes ☐	No ☐
Is the technical quality of the visuals adequate?	Yes ☐	No ☐
Is the technical quality of the sound track adequate?	Yes ☐	No ☐

Comments on the above: _____

_____

_____

_____

.. see reverse

USER INFORMATION:

What was the students' reaction to the material? _____

_____

_____

How relevant was the material to topics in the course of studies for which it was designed? _____

_____

_____

To what extent is this material better or worse than others you have seen on this topic?

_____

_____

_____

RECOMMENDED FOR PURCHASE: YES ☐ NO ☐ ---- PRIORITY: HIGH ○ MEDIUM ○ LOW ○

REVIEWED BY: _____ DATE: _____

SCHOOL: _____

SUBJECT ASSIGNMENT: _____ GRADE: _____

********** FOR DEPARTMENT USE ONLY **********

NO BUY ☐ BUY— Now ○ Later ○ COST _____

****

CURRICULUM AREAS:

- ○ ART
- ○ BIOLOGY (Grades 11 & 12)
- ○ BUSINESS EDUCATION (This includes law and economics)
- ○ CANADIAN HISTORY
- ○ CAREER DEVELOPMENT
- ○ CHEMISTRY (Grades 11 & 12)
- ○ COMPUTER SCIENCE
- ○ CONSUMER EDUCATION
- ○ DRIVER EDUCATION
- ○ EARLY CHILDHOOD EDUCATION (from birth until 7 years: Growth, Teacher Training, Language Development, Physical & Mental Growth, etc.)
- ○ ENGLISH (Grades 7-12)
- ○ FEATURE FILMS
- ○ FILM STUDY
- ○ FILMS IN LANGUAGES OTHER THAN ENGLISH
- ○ GENERAL SCIENCE (Grade 10)
- ○ GEOGRAPHY (Grades 7-12)
- ○ GUIDANCE
- ○ HEALTH (Grades K-9)
- ○ HISTORY (Grades 7-12)
- ○ HOME ECONOMICS
- ○ INSTRUCTIONAL LANGUAGE FILMS
- ○ LANGUAGE ARTS (Grades K-6)
- ○ LIBRARY/RESEARCH SKILLS
- ○ MATHEMATICS
- ○ MUSIC
- ○ NATIVE EDUCATION
- ○ OUTDOOR EDUCATION
- ○ PHYSICAL EDUCATION
- ○ PHYSICS (Grades 11 & 12)
- ○ PROFESSIONAL DEVELOPMENT
- ○ PSYCHOLOGY
- ○ SAFETY
- ○ SCIENCE (Grades K-9)
- ○ SOCIAL SCIENCES
- ○ SOCIAL STUDIES (Grades K-6) except Canadian History
- ○ SPECIAL EDUCATION
- ○ VOCATIONAL & PRACTICAL ARTS
- ○ WOMENS' STUDIES
- ○ OTHER _____

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PREFACE

This handbook is designed to assist school divisions in developing and implementing a written policy relating to the acquisition of instructional materials. Outlined here is a process by which such a policy may be designed and maintained.

Besides this handbook on selection policies, School Library Services has published several bibliographies for assistance with selection, as well as a set of criteria for use when selecting instructional materials - Instructional Materials - Selection Criteria; Selection Aids for Schools; Periodicals Used As Selection Aids (SL 19-81): Core Reference for Manitoba Schools K-12.

The compiler of this handbook acknowledges several sources from which exerpts have been taken - Libraries Unlimited, publishers of Marda Woodbury's Selecting Materials for Instructions series; Association for Media and Technology in Education in Canada and the Canadian Library Association, publishers of Resource Services for Canadian Schools, by Frederic Bransombe and Harvy Newsom; the Michigan Association for Media in Education, publishers of Selection Policy; A Guide to Writing and Updating; the Vancouver School District #39, for their Selection of Learning Resources: A Policy Statement; the American Association of Librarians, who put together the statements which appear in appendix II; and the Canadian Library Association for the Statement on Intellectual Freedom (Appendix I.)

Robert W. Piper (Compiler)

SELECTION POLICY CHECKLIST

_____ 1. Do you have a written instructional materials selection policy? Has it been formally adopted by your school division? Is it revised and updated periodically?

_____ 2. Does your policy include a written procedure for handling complaints?

_____ 3. Are instructional and non-instructional personnel in your system aware of the contents of your materials selection policy? Are your board members aware?

_____ 4. Do you have open communication lines with civic, religious, educational and policy bodies in your community?

_____ 5. Are you aware of provincial and national organizations who are advocates of intellectual freedom?

_____ 6. Do you encourage your division to maintain a vigorous public relations program on behalf of intellectual freedom?

_____ 7. Have you prepared written rationale for using specific classroom materials, especially in regard to those that students are required to use in order to meet educational objectives?

_____ 8. Are you aware of groups in your community who are likely to initiate complaints about instructional materials?

_____ 9. Are you aware of groups in your community who are advocates of intellectual freedom and who might have resources they would enlist in your support?

RATIONALE FOR THE ADOPTION OF A WRITTEN SELECTION POLICY

The opening statement of the Canadian Library Association's Statement on Intellectual Freedom expresses concern for the maintenance of rights which are basic to the operation of a free and democratic society. (Appendix I)

> "Every person in Canada has the fundamental right, as embodied in the nation's Bill of Rights, to have access to all expressions of knowledge, creativity and intellectual activity, and to express his thoughts publicly. This right to intellectual freedom is essential to the health and development of Canadian society."

School divisions and districts have accepted the responsibility for the selection and purchase of a wide variety of instructional materials to be used in the educational process. The actual practice of selecting materials has traditionally devolved upon various learning resource personnel -- individual teachers, curriculum committees, teacher-librarian/media specialists, principals and superintendents. All of these educators have worked toward providing the best possible instructional materials to suit the needs of the pupils in their charge, and, in most instances, have done so judiciously and effectively. It is the purpose of this handbook to provide guidelines for the development and maintenance of policies which will ensure that the selection process is fair, consistent, and effective. By providing these guidelines, it is hoped that divisions which do not currently have policies covering the selection of instructional materials will find herein the basic tenets of such a policy.

> "Probably the best defense against censorship is a well thought-through selection policy - revised as needed - and devised with some continuing mechanism for community input. Research evidence as to the educational value and efficacy of free-selection policies (from such books as Duker's Individualized Reading) should be made available to committees or groups drawing up selection policies. Teachers selecting or assigning books for classes of students or individual students should have a conscious - preferably written - rationale for selecting and teaching particular books. Librarians, similarly, should have some conscious, articulable reasons for their selections beyond literary value and favorable reviews."[1]

Let us establish, first off, what is meant by "instructional materials." The Dictionary of Education, 3rd ed, 1973, edited by Carter V. Good, gives the following definition.

> "Instructional materials: any device with instructional content or function that is used for teaching purposes, including books, textbooks, supplementary reading materials, and audiovisual and other sensory materials, scripts for radio and television instruction,

[1]Marda Woodbury, Selecting Materials for Instruction: Subject Areas and Implementation (Littleton, Colorado: Libraries Unlimited, 1980), p. 227.

programs for computer-managed instruction, instruction sheets, and packaged sets of materials for construction or manipulation."

For purposes of structuring a selection policy, it is not necessary to differentiate between the various formats in which information is presented.

> "Learning materials are not classified ... on the basis of their shape or size, or the substance from which they are made, or the process by which information is recorded on them. The material may be a ribbon of acetate several hundred feet long and stored on a reel, or it may be sheets of paper cut into hundreds of pieces and sewn together in bundles called books. What appear to be differences in these materials are only different means by which stimuli are conveyed to the learner's mind by way of one or more of his physical senses. These differences have implications in determining how materials are to be handled, but surely they are inconsequential when considering the need of the students for them. ...The true value of learning materials in a school must be measured not by the mechanics of their use or by any criterion except that of the needs of the students."[2]

There are many reasons why a school division should have a written statement detailing a clearly defined procedure for the selection of instructional materials.

1) A written statement will make it easier for all school personnel -- teachers, librarians, principals, supervisors, superintendents and members of the governing board -- to be fully informed on the specific selection practices of the division.

2) The responsibilities of participating individuals and the limits of their responsibilities will be explicitly stated.

3) If criteria are clearly detailed, and techniques for applying them are clearly set forth, those persons responsible for doing the actual selection will do a thorough and efficient job. Written criteria will serve as a basis for common agreement for those responsible for the selection of material.

4) The materials selected by such criteria and procedures will be better and more useful.

5) A written statement of policies and procedures is an aid in keeping the community informed on the selection of instructional materials. The confidence of the community in its schools will be increased by the knowledge of the thorough and reasoned philosophies and procedures underlying the selection of materials for its schools.

[2]Frederic Branscombe, and Harry Newson, Resource Services for Canadian Schools (Toronto: McGraw-Hill, 1977), p. 53.

SUGGESTED COMPONENTS FOR A MATERIALS SELECTION POLICY

The committee drafting the Instructional Materials Selection Policy should consider including members of the following groups, in order to enlist wide support for the policy: students, teachers, library/media specialists, parents, para-professionals, building administrators, system administrators, and board members.

A decision should be made at the outset as to whether the policy will cover all instructional materials or only those purchased by and housed in the library/media centres.

A local level statement of Instructional Materials Selection Policy should include (not necessarily in the following order):

1) A statement of the philosophy of materials selection such as is given in the Canadian Library Association's Statement On Intellectual Freedom (Appendix I)

2) A statement that the governing body of the division is legally responsible for the selection of instructional materials.

3) A statement detailing the delegation of this responsibility to professional personnel.

4) Criteria for instructional materials selection in the school or division.

5) Procedures for implementing selection criteria.

6) A routine procedure for challenged materials:

   a. A complaint committee and its make-up.

   b. Statement that the procedure is applicable to all individuals, including school personnel and board members.

   c. Statement of how challenged materials will be handled during the period of reconsideration.

   d. Statement of whether or not materials will be put through the entire reconsideration process more than once within a specified time period.

7) Definitions of critical terms used in the selection policy, eg. "selection," "instructional materials," "literary merit," etc.

SAMPLES OF COMPONENTS FROM EXISTING SELECTION POLICIES

1) A statement of the philosophy of materials selection such as is given in the Statement on Intellectual Freedom.

Samples

A. "The purpose of education is to investigate ideas and to prepare individuals for creative, productive lives. Access to ideas is essential to encourage and give full meaning to freedom of thought. Schools must provide ... comprehensive collections of materials representing a wide diversity of views and expressions." Pontiac (Michigan) School District.

B. "The school library strives to provide the books, periodicals, audio-visual and other resource materials necessary to the fulfillment of the curriculum and for the independent study or recreational reading of the students." Port Angeles (Washington) Schools.

C. "The objectives of a public school library are to promote the intellectual, cultural, social, and ethical development of students and to provide materials which extend and deepen the experiences encompassed in the curriculum. These objectives are fulfilled through ... expertly selected books and other materials of learning which contribute to the growth of the individual child." Livonia (Michigan) Public Schools.

D. "INSTRUCTIONS TO EVALUATING COMMITTEE, '...free men and free inquiry are inseparable.' President Lyndon B. Johnson.

Bear in mind the principles of the freedom to learn and to read and base your decisions on these broad principles rather than on defense of individual material. Freedom of inquiry is vital to education in a democracy.

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighed against each other, and the opinions based on the material as a whole."

Greater Anchorage (Alaska) Area Borough School District.

2) A statement that the governing body of the division is legally responsible for the selection of instructional materials.

and

3) A statement detailing the delegation of this responsibility to professional personnel.

Sample

A. "The responsibility for all instructional materials is legally vested in the Dearborn Board of Education which delegates to the professionals

the responsibility to develop final recommendations for acquisitions. Moreover, the actual selection is left to the professionals whose responsibility it is to know the curriculum, the students, and the philosophy of the school system."

Dearborn (Michigan) Public Schools.

4) Criteria for instructional materials selection in the school or district.

(Here are several examples of specific criteria statements from existing policies. No attempt has been made to include all of the various criteria which might be appropriate for any policy.) See Appendix II.

General criteria.

A.

1. "Permanent or timely significance based on use, need, and importance to the collection and its purposes.

2. Authoritative accuracy, reflecting a valid and reliable viewpoint.

3. Balance and integrity in the presentation of controversial questions.

4. Creativity and imagination, combined with literary vitality, to give a true picture of life and the world.

5. Appealing content and style to suit the interests and abilities of users." Fennville (Michigan) Public Schools.

B. "Needs of the individual school based on knowledge of the curriculum and of the existing collection are given first consideration.

Print and non-print materials for purchase are considered on the basis of:

a. Overall purpose
b. Timeliness or permanence
c. Importance of the subject matter
d. Quality of the writing/production
e. Total value, impact, and intent of the author/artist/producer
f. Readability and popular appeal
g. Authoritativeness
h. Reputation of the publisher/producer
i. Format and price

Requests from faculty and students are given consideration." Grand Rapids (Michigan) Public Schools.

C. Cultural Pluralism

"1. Material should reflect the pluralistic character and culture of American society.

2. Material shall be chosen to foster respect for minority groups, women, and ethnic groups.

3. Materials should present and analyze intergroup tension and conflict objectively, placing emphasis upon resolving social and economic problems.

4. Materials should reflect the problems, aspirations, attitudes, and ideals of society." N.Y. State Board of Regents.

D. Magazines

"Magazine subscriptions are reviewed annually. Periodicals are purchased because of their overall reputation and are not rejected because of an occasional article which may be offensive. This review should make it possible to remove those periodicals which undergo a radical change of editorial policy not in keeping with the needs of the school." Grosse Pointe (Michigan) Public Schools.

E. Gifts

"Gifts will be acceptable when they meet the same standards as original purchases; require no special conditions; and may be disposed of when warranted." Mona Shores (Michigan) Public Schools.

F. Non-Fiction Criteria

"1. Is the subject of importance and interest?
2. Is the author qualified to write on the subject?
3. Is the manner of treatment suitable to the subject?
4. What is the purpose and point of view of the author? Is it biased?
5. Is the material up to date?
6. Is the publisher a reputable one?
7. Is the scope wide enough? narrow enough?
8. Is the presentation complete?
9. Is it of consistently good quality?
10. Does it have an adequate amount of maps, tables, charts, illustrations, bibliographies, glossaries, etc.?
11. Is it indexed?
12. Is the form of the book suitable for the subject?
13. Where did the author get his information?
14. Is it suitable for the age level indicated?
15. Are the contents well organized? Is the sequence logical?"
South Redford (Michigan) Public Schools.

G. Sex and Profanity

"The fact of sexual incidents or profanity appearing in a book should not automatically disqualify it. Rather the decision should be made on the basis of whether the book presents life in its true proportions, whether circumstances are realistically dealt with, and whether the book is of literary value. Factual material of an educational nature on the reading level of the students, or for teacher use, should be included in the library collection." Riverview (Michigan) Community Schools.

H. Technical Qualities (Be aware of creative innovations)

Aural:	fidelity (clear or distorted), creative use of sound, narrator's voice
Visual:	Style (dramatization, animation, etc.), picture quality, special effects, are sequences related and coherent, if reproduction of original work of art -- is it authentic in regard to detail, color, depth dimension, size proportions?
Graphics:	size, type, framing
Script:	appropriateness of expression, comprehensiveness.

5) Procedures for implementing selection criteria.

Ideally, the school Media Selection Staff will consist of:

Library Coordinator or Librarian
A-V Director (high school)
Librarian(s)
Assistant Principal-Instruction (high school)
Principal (middle school)
Faculty Representative(s)
Student Representative
Parent Representative

Practically, the Staff will include whatever portion of this ideal is possible.

The process of selection will take place as follows:

A. Reviews are circulated to Selection Staff members. Publishers' advertising materials are generally not admissible except as guides to reviews.

B. Members of the Media Selection Staff initial next to a review of the material which they feel merits consideration for purchase. Each should be willing to defend such a recommendation.

C. The Library Coordinator considers the endorsements of all members of the Media Selection Staff when making a recommendation to the Principal for the purchase of materials. These endorsements are weighed against such factors as collection balance, curriculum need, and budget in making the final recommendation. The Library Coordinator is responsible for alerting the Principal to any material which there is any reason to believe should be examined before being placed in the collection. The responsibility for formally approving all purchases usually rests with the Principal.

D. The Media Selection Staff is obligated to evaluate most carefully the possible purchase of all materials for which reviews are questionable or about which it may have serious doubts. In the case of controversial titles, at least two (if possible, more) reviews will be collected and circulated to members of the Media Selection Staff for a final recommendation. The material in question may then be ordered on recommendation of the majority of the Selection Staff.

6) A routine procedure for challenged materials, including:

A. A complaint committee and its make-up.

B. Statement that the procedure is applicable to all individuals, including school personnel and board members.

C. Statement of how challenged materials will be handled during the period of reconsideration.

D. Statement of whether or not materials will be put through the entire reconsideration process more than once within a specified time period.

Reconsideration

When a complaint about an instructional material is received, the material in question shall be:

Reviewed objectively and in its full context.

Evaluated in terms of the needs and interest of students, school, curriculum and community.

Considered in the light of differing opinions.

Procedure for handling objections to instructional materials:

The person or persons expressing an objection may register the objection in writing on a 'Request for Reconsideration' form. This form may be obtained from the school office.

Material being objected to will not be withdrawn until a final decision has been reached.

A committee to review the complaint shall be appointed by the Assistant Superintendent in Charge of Instruction or his designee. The committee shall be composed of the following:

One Parent
Division of Instruction administrator
Appropriate level administrator
Appropriate level librarian/media specialist
Appropriate level teacher
Two appropriate level students (if secondary)
Complainant (if he or she desires.) (This person is non-voting)

If the complainant is present at the meeting he or she shall be welcome to present his/her views but shall not vote on the disposition of the material under consideration.

The committee's decision (which shall be reached by simple majority) shall be given to the appropriate director who will see that implementation of the decision takes place.

An appeal of the decision of the committee may be made by the complainant within two (2) weeks to the Superintendent of Schools, and his decision may be appealed within two (2) weeks to the Board of Education.

HOW TO IMPLEMENT A POLICY

After reading the questions in the checklist at the beginning of this handbook you may have decided to do something about developing a selection policy statement for your school division.

Perhaps you are a school board member who has been berated by an irate parent over the use of a particular novel in the English curriculum.

Perhaps you are a superintendent who has been put on the hot-seat by a group of male students protesting the forthcoming appearance of a speaker from the local GAY Liberation Society.

Perhaps you are a principal or a teacher/librarian facing a group of parents who are upset that all of Judy Blume's novels are not available for their children to read.

Perhaps you are a teacher who feels that your rights to intellectual freedom are being eroded when you are unable to get your librarian to order twenty-five copies of Freeky Friday for the students in your class to read.

Whatever your reasons for being concerned about intellectual freedom and the rights of people to read, you will want to start to work on developing the selection policy. Here are a few steps to follow which should get you going in the right direction.

1) Discuss your concerns about intellectual freedom at a meeting of your peers, whether they be board members, other superintendents, principals, teachers, or teacher/librarians. There will be others interested who will want to delve further into the issue.

2) Form a committee to draft a statement of your concerns, with a proposal that a selection policy be established. Share the proposal with other groups in the school division, to engender support for such a presentation.

3) Present the statement of concern to the decision-making authorities, and offer to assist in the development of a policy statement.

4) With the material in this handbook, and with other sample policy statements which you may gather as you go along, you can assist in structuring a draft statement designed to suit the specific needs of your division.

5) Present the draft to various groups within your division for their commentary and for their information. At this stage there will be considerable discussion, and many revisions will be made in the draft.

6) Once the draft has been re-formulated in accordance with suggestions from various quarters, it can be typed up in 'finished' form and brought back to the board for ratification as a policy statement. It is quite possible that further revisions will be required before the board will ratify, so these will be made in yet another 'finished' copy.

7) As soon as the board has accepted the policy, implement a professional development program in order to present the policy to all staff members so that all are aware of the implications of the policy.

ANNOTATED BIBLIOGRAPHY OF SOURCES FOR USE IN DEVELOPING SELECTION POLICIES AND SETS OF CRITERIA FOR SELECTION OF INSTRUCTIONAL MATERIALS

Branscombe, Frederic H. and Harry E. Newson. Resource Services for Canadian Schools. Toronto: McGraw-Hill, 1977.

This publication, the joint effort of the Association for Media and Technology in Education in Canada and the Canadian School Library Association, gives a set of guidelines for establishing and maintaining learning resources services in Canadian schools. Although it does not give details for structuring selection policies, it emphasizes the need for establishing criteria for selection, and gives guidelines for the selection procedure. In a detailed chart describing different types of learning materials, selection criteria are given for each type.

Burlingame, Dwight. Selection and Evaluation of Media Materials, edited by Dwight F. Burlingame. New York: MSS Information, 1973.

This collection of articles encompasses a wide variety of topics related to the selection of instructional materials for use in schools. It covers theory of selection; provides some of the basic documents relating to selection and the right to read; includes a variety of articles on selecting non-print materials and equipment; and provides some interesting reading on evaluating library/media programs.

Classmate: Official Publication of the Manitoba Association of Teachers of English. Winnipeg: Manitoba Teachers' Society, Vol. XI, No. 3, Spring 1981.

The spring issue constitutes Part I of a two-part series on censorship and selection of instructional materials. This issue is an initial exploration into the field. Part II, the Fall issue, will centre on reader responses, policy formation, practical tips on selection, and other issues which may arise. The articles include opinions from teachers, principals, superintendents, Department of Education personnel, university professors, parents, and from Renaissance Manitoba.

Davies, Ruth Ann. The School Library Media Program: Instructional Force for Excellence, 3rd ed. New York: Bowker, 1979.

The inclusion of a comprehensive section on selecting media to fit the instructional program, supplemented by an appendix of media evaluation guidelines, makes this an invaluable tool in developing policy statements as well as selecting criteria checklists.

EPIE Report: Number 76. Report on a national study of the nature and the quality of instructional materials most used by teachers and learners. Educational Product Information Exchange Institute, 1977.

Since its inception, this National Survey and Assessment of Instructional Materials (NSAIM) has become the central activity in EPIE's Instructional Materials Research Program. It also constitutes the major portion of the data base for EPIE's Instructional Materials Information Services.

The inclusion of this particular item in this bibliography on selection provides the reader with a 'model' which has been used to evaluate instructional materials on a massive scale. The questions which the survey sets out to answer are the types of questions every evaluator of instructional materials should bring into play as materials are being evaluated for use in the schools. (See Appendix IV for more details regarding the EPIE program).

Pratt, David. Curriculum: Design and Development. New York: Harcourt, Brace Johanovich, 1980.

Pratt, a professor at Queen's University in Kingston, emphasizes, in a chapter on logistics, the importance of careful analysis of instructional materials. Although his major concern is that content of materials be designed to meet specific needs of students, he goes on to look in some detail at the instructional implications of using different media. In Appendix III are lists of sources of information on instructional materials and equipment.

Selection Policy: A Guide to Writing and Updating. Michigan Association for Media in Education, 1977.

Includes a checklist for survival against censorship; statement of purpose on intellectual freedom; rationale for the adoption of a written selection policy; suggested components of a selection policy, with samples, and copies of both the National Council of Teachers of English The Students' Right to Read and the American Association of School Librarians "Policies and Procedures for Selection of Instructional Materials;" 1977 revised edition.

Snow, Kathleen M., and Philemena Hauck. The Media Centre In the Secondary School. Toronto: McClelland and Stewart, 1973.

Although this work does not go into the details of structuring a selection policy, it does an excellent job of outlining the use of selection tools, including specialized tools for particular subject areas. The Canadian emphasis is extremely helpful.

Woodbury, Marda. Selecting Materials for Instruction: Issues and Policies. Littleton, Colo.: Libraries Unlimited, 1979.

----------. Selecting Materials for Instruction: Media and the Curriculum. Littleton, Colo.: Libraries Unlimited, 1980.

----------. Selecting Materials for Instruction: Subject Areas and Implementation. Littleton, Colo.: Libraries Unlimited, 1980.

These three volumes provide a thorough and up-to-date examination of all aspects relating to the selection of instructional materials. Issues and Policies is a complete handbook for the establishment of an effective and efficient selection process. Media and the Curriculum approaches the acquisition and evaluation of materials in various print and non-print media. Subject Areas and Implementation will aid the selector in choosing materials for particular areas of study.

APPENDIX I

STATEMENT ON INTELLECTUAL FREEDOM

Canadian Library Association

Every person in Canada has the fundamental right, as embodied in the nation's Bill of Rights, to have access to all expressions of knowledge, creativity and intellectual activity, and to express his thoughts publicly. This right to intellectual freedom is essential to the health and development of Canadian society.

Libraries have a basic responsibility for the development and maintenance of intellectual freedom.

It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity including those which some elements of society may consider to be unconventional, unpopular or unacceptable. To this end, libraries shall acquire and make available the widest variety of materials.

It is the responsibility of libraries to guarantee the right of free expression by making available all the library's public facilities and services to all individuals and groups who need them.

Libraries should resist all efforts to limit the exercise of these responsibilities while recognizing the right of criticism by individuals and groups.

Both employees and employers in libraries have a duty, in addition to their institutional responsibilities, to uphold these principles.

(Ratified by the Board of Directors and Council at the 29th Annual Conference in Winnipeg, June 1974)

APPENDIX II

As far as content of policy statements is concerned, there are several items to be considered. These are outlined specifically in the following statement, published by the American Association of School Librarians in School Media Quarterly, Winter, 1977. (The Canadian counterpart to AASL, Canadian School Library Association, has not yet published a comprehensive guide to developing a selection policy, although it does endorse the criteria for selection set down in Resource Services for Canadian Schools, p. 54.)

POLICIES AND PROCEDURES FOR SELECTION OF INSTRUCTIONAL MATERIALS

(Reproduced, with permission of American Library Association)

I. INTRODUCTION

The human worth that democratic societies seek to protect and develop rests upon commitment to educational programs which meet the individual purposes and developmental needs of students and prepare them to resolve the problems that continually confront them. Social, economic, and political issues, national and international as well as the changing expectations of individuals and groups, represent the human concerns to which education must respond if it is to perpetuate and improve the society that supports it.

Those who would create better educational opportunities must strive to develop comprehensive systems that meet the needs of students of differing abilities, backgrounds, and interests, enabling them both to adjust to and influence the changing society in which they live. Media programs which reflect applications of educational technology, communication theory, and library and information science contribute at every level, offering essential processes, functions, and resources to accomplish the purposes of the school.[1]

Committed to the philosophy of school media programs as expressed in Media Programs: District and School and the selection of quality media collections which ensure that "learners will have the opportunity to grow in their ability to find, generate, evaluate, and apply information that helps them to function effectively as individuals and to participate fully in society," the American Association of School Librarians has prepared this material as a guide for the formulation of selection policies and procedures for the school media program.

The selection of quality instructional materials is one of the most important and controversial tasks performed by school personnel. Often school districts are subject to challenge by individuals or groups who are concerned about what the collection does or does not include. Such action may be based on considerations involving political, social, or personal values, religion,

profanity, treatment of matters relating to sex, or other controversial issues.

A selection policy, therefore, should provide a procedure for maintaining a consistent quality of excellence in the materials for use in the teaching-learning process including continuing evaluation of the media collection. The American Association of School Librarians believes that such a policy and procedures statement should be adopted formally and approved officially by each school district as a basis for selecting instructional materials, and used as a document to help students, parents and other citizens better understand the purposes and standards used to select instructional materials.

II. GUIDELINES

A. Statement of Policy

The governing body of a school district should declare that it is the policy of the school district to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view for all students. Further, the governing body should declare it is their policy to allow the systematic review of existing media collections and to permit the reconsideration of allegedly inappropriate instructional materials through established procedures.

B. Statement of Selection Procedures

Responsibility for Selection of Instructional Materials--The governing body of a school district is legally responsible for all matters relating to the operation of the school district. The responsibility for the selection of instructional materials, however, should be delegated to the certificated library/media personnel employed by the school district.

While selection of instructional materials involves many people (library/media specialists, teachers, students, supervisors, administrators, and community persons), the responsibility for coordinating the selection of most instructional materials and making recommendations for acquisition rests with certificated library/media personnel.

The selection of textbooks* may rest with department chairpersons or with textbook evaluation committees.

Acquisition Procedure--A selection procedure should include provisions for the acquisition of all forms of instructional materials. Consistent criteria for selection should be applied to all acquisitions, including gifts, leased materials, and loans.

Criteria for Selection--The school media program is an integral part of the educational program of the school or district. Criteria for the selection of instructional materials should implement this basic purpose.

*Textbook definition: "any manual of instruction; a book dealing with a definite subject of study systematically arranged, intended for use at a specified level of instruction, and used as a principal source of study material for a given course" (Carter V. Good, ed., Dictionary of Education, 3rd ed.; McGraw-Hill, 1975).

Instructional materials should be selected on the basis of the: appropriateness of the medium, varying levels of difficulty, student interests, curriculum needs, and representation of varying points of view.

The selection process should provide for the considerations of requests from students, teachers, administrators and the community. Selection of instructional materials should be based upon preview of evaluation reviews in professionally prepared selection aids or other appropriate sources.

Recommendations for acquisition will be solicited from faculty and students.

Gift materials should be judged by the criteria listed in the preceding section and should be accepted or rejected on the basis of those criteria.

It should be understood that selection is an ongoing process which should include the removal of instructional materials no longer appropriate and the replacement of lost and worn materials which are still of educational value.

A media advisory committee following local policy for such appointments may be appointed to assist in the selection and evaluation process.

Procedures for Reconsideration of Challenged Materials--Occasional objections to instructional materials will be made despite the quality of the selection process; therefore, the procedure for handling reconsideration of challenged materials in response to questions concerning their appropriateness should be stated. This procedure should establish the framework for registering a complaint that provides for a hearing with appropriate action while defending the principles of freedom of information, the student's right to access of materials, and the professional responsibility and integrity of the certificated library/media personnel. The principles of intellectual freedom are inherent in the First Amendment of the Constitution of the United States and are expressed in the Library Bill of Rights[2] adopted by the Council of the American Library Association in 1948 and amended in 1961 and 1967 and in the Students' Right to Read,[3] a publication of the National Council of Teachers of English. In the event instructional materials are questioned, the principles of intellectual freedom should be defended rather than the materials.

III. POLICY AND PROCEDURES MODEL

Policy for Selection of Instructional Materials-- The _____ School Board hereby declares it is the policy of the _____ District to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow the review of allegedly inappropriate instructional materials through established procedures.

Objectives of Selection--In order to assure that the school media program is an integral part of the educational program of the school, the following selection objectives are adopted:

To provide materials that will enrich and support the curriculum and personal needs of the users, taking into consideration their varied interests, abilities, and learning styles;

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;

To provide a background of information which will enable pupils to make intelligent judgments in their daily lives;

To provide materials on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis;

To provide materials which realistically represent our pluralistic society and reflect the contributions made by these groups and individuals to our American heritage;

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive media collection appropriate for the users.

Responsibility for Selection--Although the _____ School Board is legally responsible for the operation of the school, the responsibility for the selection of instructional materials is delegated to the certificated library/media personnel.

While selection of materials involves many people, including library/media specialists, teachers, students, supervisors, administrators, and community persons, the responsibility for coordinating and recommending the selection and purchase of instructional materials rests with the certificated library/media personnel. Responsibility for coordinating the selection and purchase of textbooks may rest with appropriate department chairpersons or with textbook evaluation committees.

Criteria for Selection--Educational goals of the local school district, individual student learning modes, teaching styles, curricula needs, faculty and student needs, existing materials and networking arrangements should be considered in developing the media collection. Guidelines for the evaluation and selection of curricula resources are listed.

Curricula materials should:

Be relevant to today's world;

Represent artistic, historic, and literary qualities;

Reflect problems, aspirations, attitudes and ideals of a society;

Contribute to the objectives of the instructional program;

Be appropriate to the level of the user;

Represent differing viewpoints on controversial subjects;

Provide a stimulus to creativity.

Technical materials should:

Be of acceptable technical quality; clear narration and sound, synchronized pictures and sound;

Be readable; typographically well-balanced.

For specific criteria for various forms of materials and equipment, refer to Media Programs: District and School, p. 70-86.

Procedures for Selection--In selecting materials for school media programs, the certificated library/media personnel in consultation with the selection committee will: evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids. Recommendations for acquisition will be solicited from faculty and students.

Gift materials should be judged by the criteria listed in the preceding section and should be accepted or rejected on the basis of those criteria.

It should be understood that selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Procedures for Reconsideration of Materials--Occasional objections to instructional materials will be made, despite the quality of the selection process. The _____ School Board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association and Students' Right to Read of the National Council of Teachers of English. In the event that materials are questioned, the principles of intellectual freedom, the right to access of materials and the integrity of the certificated library/media personnel must be defended rather than the materials.

If a complaint is made, the following procedures should be followed:

1. Inform the complainant of the selection procedures and make no commitments.
2. Request the complainant to submit a formal "Request for Reconsideration of Instructional Materials" (see Appendix A).
3. Inform the superintendent and other appropriate personnel.
4. Keep challenged materials on the shelves during the reconsideration process.
5. Upon receipt of the completed form, the principal requests review of the challenged material by an ad hoc materials review committee within fifteen working days, and notifies the district media director and superintendent that such review is being done. The review committee is appointed by the principal, with the concurrence and assistance of the certificated library/media personnel, and includes media professionals, representatives from the classroom teachers, one or more parents, and one or more students.

6. The review committee takes the following steps after receiving the challenged materials:

   a. reads, views, or listens to the material in its entirety;
   b. checks general acceptance of the material by reading reviews and consulting recommended lists;
   c. determines the extent to which the material supports the curriculum;
   d. completes the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Instructional Material" (see Appendixes B and C), judging the material for its strength and value as a whole and not in part.

7. Present written recommendation of review committee to the superintendent and the school board.
8. Retain or withdraw challenged materials as mandated by the decision of the school board. (Appointment of committee members and specific procedures to follow should be made in accordance with local policy. The steps listed above are given as a model to be used in development of local policies and are not suggested as the only procedures which are effective. A procedures policy should include these steps.)

REFERENCES

1. American Association of School Librarians, ALA, and Association for Educational Communications and Technology, Media Programs: District and School (Chicago: American Library Association, 1975), p.1.
2. Council of the American Library Association, The Library Bill of Rights (Chicago: American Library Association, 1967).
3. National Council of Teachers of English, The Students' Right to Read (Urbana, Illinois: National Council of Teachers of English, 1972).

IV. APPENDIX A

Request for Reconsideration of Instructional Materials (Sample)

School _____

Please check type of material:

( ) Book	( ) Film	( ) Record
( ) Periodical	( ) Filmstrip	( ) Kit
( ) Pamphlet	( ) Cassette	( ) Other

Title _____

Author _____

Publisher or Producer _____

Request initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip _____

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific, cite pages, frames in a filmstrip, film sequence, et cetera.)

_____

_____

_____

_____

2. What do you believe is the theme or purpose of this material?

_____

_____

_____

_____

_____

3. What do you feel might be the result of a student using this material?

_____

_____

_____

_____

4. For what age group would you recommend this material?

_____

5. Is there anything good in this material? Please comment.

_____

_____

_____

6. Would you care to recommend other school library material of the same subject and format?

_____

_____

_____ _____

Signature of Complainant Date

Please return completed form to the school principal.

V. APPENDIX B

Checklist for School Media Advisory Committee's Reconsideration of Instructional Material--Nonfiction (Sample)

Title _____

Author _____

A. Purpose

1. What is the overall purpose of the material? _____

_____

2. Is the purpose accomplished? _____ Yes _____ No

B. Authenticity

1. Is the author competent and qualified in the field? _____ Yes _____ No

2. What is the reputation and significance of the author and publisher/ producer in the field? _____

_____

_____

3. Is the material up-to-date? _____ Yes _____ No

4. Are information sources well documented? _____ Yes _____ No

5. Are translations and retellings faithful to the original? _____ Yes

_____ No

C. Appropriateness

1. Does the material promote the educational goals and objectives of the curriculum of District Schools? _____ Yes _____ No

2. Is it appropriate to the level of instruction intended? _____ Yes

_____ No

3. Are the illustrations appropriate to the subject and age levels?

_____ Yes _____ No

D. Content

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity? _____ Yes _____ No

2. Does this material present information not otherwise available?

_____ Yes _____ No

3. Does this material give a new dimension or direction to its subject?

_____ Yes _____ No

E. Reviews

1. Source of Review _____

Favorably reviewed _____ Unfavorably reviewed _____

2. Does this title appear in one or more reputable selection aids?

_____ Yes _____ No If answer is yes, please list titles of selection aids.

_____

_____

Additional Comments

_____

_____

_____

Recommendation by School Media Advisory Committee for Treatment of Challenged Materials

_____

_____

_____

Date _____

Signatures of Media Advisory Review Committee

_____ _____

_____ _____

_____ _____

VI. APPENDIX C

Checklist for School Media Advisory Committee's Reconsideration of Instructional Material--Fiction and Other Literary Forms (Sample)

Title _____

Author _____

A. Purpose

1. What is the purpose, theme or message of the material? How well does the author/producer/composer accomplish this purpose?

_____

_____

_____

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? _____ Yes _____ No; for young adults? _____ Yes _____ No. If both are marked no, for what age group would you recommend?

3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings? _____ Yes _____ No

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? _____ Yes _____ No

5. Are any questionable elements of the story an integral part of a worthwhile theme or message? _____ Yes _____ No

B. Content

1. Does a story about modern times give a realistic picture of life as it is now? _____ Yes _____ No

2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? _____ Yes _____ No

3. When factual information is part of the story, is it presented accurately? _____ Yes _____ No

4. Is prejudicial appeal readily identifiable by the potential reader? _____ Yes _____ No

5. Are concepts presented appropriate to the ability and maturity of the potential readers? _____ Yes _____ No

6. Do characters speak in a language true to the period and section of the country in which they live? _____ Yes _____ No

7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? _____ Yes _____ No

8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? _____ Yes _____ No; young adults? _____ Yes _____ No

9. If there is use of offensive language, is it appropriate to the purpose of the text for children? _____ Yes _____ No; for young adults? _____ Yes _____ No

10. Is the material free from derisive names and epithets that would offend minority groups? _____ Yes _____ No; children? _____ Yes _____ No; young adults? _____ Yes _____ No

11. Is the material well written or produced? _____ Yes _____ No

12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way? _____ Yes _____ No

13. Does the material make a significant contribution to the history of literature or ideas? _____ Yes _____ No

14. Are the illustrations appropriate and in good taste? _____ Yes _____ No

15. Are the illustrations realistic in relation to the story? _____ Yes _____ No

Additional Comments

_____

_____

_____

Recommendation by School Media Advisory Committee for Treatment of Challenged Materials

_____

Date _____

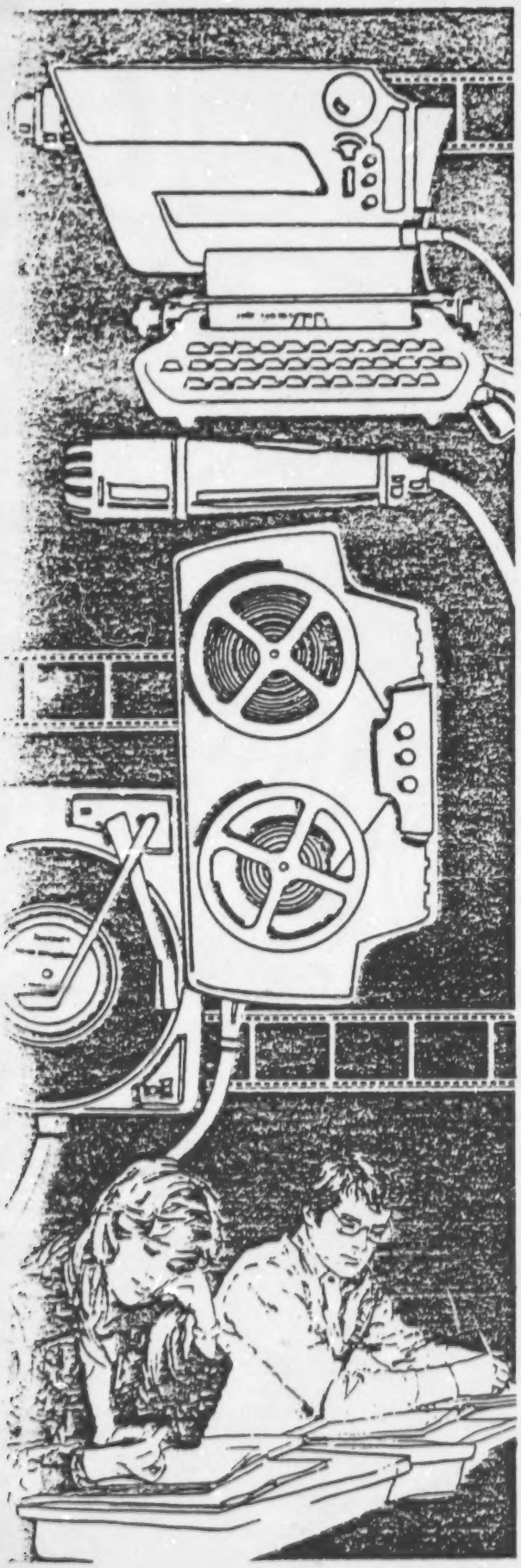
Signatures of Media Advisory Review Committee

_____ _____

_____ _____

_____ _____

APPENDIX III



Selection of Learning Resources:

A Policy Statement

approved by the Board of School Trustees
of School District 39 (Vancouver)
on April 17, 1978

BEST COPY AVAILABLE

INTRODUCTION

At its meeting of April 17, 1978 the Board of School Trustees of School District 39 (Vancouver) approved unanimously this policy on the selection of learning resources. The statement is consistent with new provincial regulations and procedures on curriculum responsibility.

Part I of the document states the policy on the selection of learning resources, provides a definition of learning resources and outlines the objectives of selection, criteria to be applied, procedures to be followed, as well as responsibility for the selection program.

Part II states the policy for dealing with challenged materials and provides guidelines for both an informal and formal reconsideration of a learning resource, as well as guiding principles for a reconsideration committee.

This policy is designed to explain how learning resources are selected for use in Vancouver schools and to provide for consideration of the opinions of those persons in the school and community who are not directly involved in the selection process.

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PART 1

Selection Of Learning Resources:

I. STATEMENT OF POLICY

The policy of the Board of School Trustees of School District #39 (Vancouver) is to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

II. OBJECTIVES OF SELECTION

A. For the purposes of this statement of policy, the term "learning resources" will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources include textbooks, other books, supplementary reading and informational materials, charts, community resource people, agencies and organizations, dioramas, filmstrips, flash cards, games, globes, kits, machine readable data files, maps, microfilms, models, motion pictures, periodicals, pictures, realia, slides, sound recordings, transparencies and videorecords.

B. The primary objective of learning resources is to support, enrich and help to implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view.

C. To this end, the Board of School Trustees of School District #39 (Vancouver) affirms that it is the responsibility of its professional staff:
   - To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;
   - To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
   - To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgements in their daily lives;
   - To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community;
   - To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

III. RESPONSIBILITY FOR SELECTION OF LEARNING RESOURCES

A. The Board of School Trustees delegates the responsibility for the selection of learning resources to the professional staff employed by the school system.

B. While selection of learning resources involves many people (administrators, teachers, students, community persons, resource centre personnel) the responsibility for coordinating the selection of school learning resources and making the recommendation for purchase rests with the principal and professional personnel.

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IV. CRITERIA FOR SELECTION OF LEARNING RESOURCES

A. The following criteria will be used as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the province and district and the aims and objectives of individual schools and specific courses.
2. Learning resources shall meet high standards of quality in factual content and presentation.
3. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.
4. Learning resources shall have aesthetic, literary, and/or social values.
5. Physical format and appearance of learning resources shall be suitable for their intended use.
6. Learning resources chosen shall be developed by competent authors and producers.
7. Learning resources shall be designed to help students gain an awareness of our pluralistic society as well as an understanding of the many important contributions made to our civilization by women and minority and ethnic groups.
8. Learning resources shall be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in our society.
9. Learning resources shall be selected for their strengths rather than rejected for their weaknesses.
10. Biased or slanted learning resources may be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in a given context or to balance an argument.

B. The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views.
Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

C. Emphasis will be placed on the selection of Canadian learning resources where appropriate. These resources include book and non-book learning materials by or about a Canadian person, about a region or event, and/or published or produced in Canada.

BEST AVAILABLE

V. PROCEDURES FOR SELECTION OF LEARNING RESOURCES

A. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. The actual resource will be examined whenever possible.

B. Recommendations for purchase involve administrators, teachers, students, district personnel and community persons, as appropriate.

C. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

D. Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

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PART 2

Procedures For Dealing With Challenged Materials:

I. STATEMENT OF POLICY

Any resident or employee of the school district may formally challenge learning resources used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

II. REQUEST FOR INFORMAL RECONSIDERATION

A. The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.

1. The principal or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
2. The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
3. If the questioner wishes to file a formal challenge, a copy of the district Selection of Learning Resources policy and a Request for Reconsideration of Learning Resources form shall be mailed by the principal to the party concerned.

III. REQUEST FOR FORMAL RECONSIDERATION

A. **Preliminary Procedures**

1. Each school will keep on hand and make available Request for Reconsideration of Learning Resources forms. All formal objections to learning resources must be made on these forms.
2. The Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the principal or someone so designated by the principal.
3. The area assistant superintendent and the assistant superintendent of curriculum services shall be informed of the formal complaint received.
4. The request for reconsideration shall be referred to a reconsideration committee at the school level for re-evaluation of the resource.
5. Requests for reconsideration of materials in district collections shall be referred to the school resource centre consultative committee for re-evaluation of the resource. This committee may involve additional personnel as appropriate.

B. **The Reconsideration Committee**

1. Upon receipt of a request for formal reconsideration of a learning resource, the principal is responsible for:
   a) Consulting with the chairpersons of the staff committee council, school consultative committee and student council regarding the composition of the school reconsideration committee;
   b) Forming the reconsideration committee. When appropriate, membership should include:
      — One member of the district staff chosen by the area assistant superintendent;
      — One member of the school teaching staff chosen by the school staff;
      — One member of the resource centre professional staff chosen by the resource centre professional staff;
      — One member of the school consultative committee chosen by the school consultative committee;
      — Two students chosen by the student body.
   c) Naming the convenor of the reconsideration committee;
   d) Establishing a meeting date as soon as possible after the complaint is received.
2. The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.
3. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's Selection of Learning Resources policy.

C. **Resolution**

1. The reconsideration committee shall proceed within these guidelines:
   a) Examine the challenged resource;
   b) Determine professional acceptance by reading critical reviews of the resource;
   c) Weight values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
   d) Discuss the challenged resource in the context of the educational program;
   e) Discuss the challenged item with the individual questioner when appropriate;
   f) Prepare a written report.
2. The written report shall be discussed with the individual questioner if requested.
3. The written report shall be retained by the school principal, with copies forwarded to the assistant superintendent of curriculum services and the area assistant superintendent. A minority report may also be filed.
4. Written reports, once filed, are confidential and available for examination by trustees and appropriate officials only.
5. The decision of the reconsideration committee is binding for the individual school.
6. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the Board of School Trustees as the final review panel.

D. **Guiding Principles**

1. Any resident or employee of the school district may raise objection to learning resources used in a school's educational program despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure and observed the criteria for selecting learning resources.
2. The principal should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the Board of School Trustees.
3. No parent has the right to determine reading, viewing or listening matter for students other than his/her own children.
4. Although it is the learning resources which are challenged, the principles of the freedom to read/listen/view must be defended as well.
5. Access to challenged material shall not be restricted during the reconsideration process.
6. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
7. A decision to sustain a challenge shall not necessarily be interpreted as a judgement of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.

APPENDIX IV
EPIE-Educational Products Information Exchange

This article is taken from Marda Woodbury's Selecting Materials for Instruction: Issues and Policies, p. 266.

Educational Products Information Exchange (EPIE Institute)
P.O. Box 620
Stony Brook, NY 11790 (516) 246-8664

EPIE West Coast
1018 Keith Avenue
Berkeley, CA 94708 (415) 525-1451

EPIE, a non-profit, membership organization, was established in 1967 as a sort of consumers' union for educational products. An independent agency, without commercial sponsorship, EPIE's income is entirely derived from fees paid by educational consumers, and from occasional grants from public agencies and private foundations.

Its proclaimed objective is to "provide educational consumers with information and evaluative services that enable them to select educational products which best meet the needs of learners." To achieve this goal, EPIE attempts to work with most groups that have roles in selecting materials, including parents, teachers, students, administrators and school board members (To this date, EPIE has not worked extensively with librarians.) EPIE is currently active in approximately ten percent of the nation's school districts. Since 1974 -- through workshops and in-service programs -- it has trained teachers in its systematic approach to analyzing instructional materials. It has been offering three-day sessions on selecting instructional materials since 1977.

EPIE is the originator of Learner Verification and Revision (LVR) treated on pages 118-24 of this book. Its basic approach to analysis is presented in the chapter on evaluation criteria (pages 92-117). Its current media evaluation program is discussed more extensively in the chapter on audiovisual materials.

EPIE uses a variety of means to review and report on educational products -- through commissioned product reviews, careful examination and analysis of producers' claims, and through feedback from a rather broad sample of users.

As part of its membership it issues eight EPIE Reports ($20.00 each if purchased separately), one-half on equipment and one-half (EPIE Materials Reports) on materials. Its newsletter, EPIEgram, similarly devotes 18 issues to materials and 18 to equipment. Subscription to the whole package is $100.00 ($50.00 for materials only). Non-members can purchase individual issues of the EPIE Reports.

Individual issues of EPIE Materials Reports have had titles like "Selector's Guide for Elementary School Social Studies," "Selector's Guide for Elementary School Reading Programs," and the like. These "Selector's Guides" are usually written by task forces or workshops (acknowledged in the preface) and aim to provide a comprehensive view of a currently important subject field.

EPIE basically uses analytic comparisons in a concrete format rather than reviews. Their reports are apt to be long and detailed (occasionally 27 pages or so on a single item) and sometimes hard to read. The most interesting reading is generally found under "Remarks" or "Other Considerations."

Since EPIE appraisals are so lengthy and detailed, they are best suited to major programs and texts, for which they provide a plethora of information.

As compared with, say, Curriculum Review, these reports are not well or consistently indexed (some issues have no internal indexing). However, recent "Selector's Guides" are mostly arranged by publisher with an author-title index at the back. Over the last ten years, the Reports had several titles, including EPIE Educational Product Report, Educational Product Report and EPIE Forum. Unfortunately, since each issue has a single theme, individual titles are not well indexed in either Current Index to Journals in Education (CUE) or Education Index.

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PREFACE

The process of selecting instructional materials for use in our schools, whether for classes of students, small groups, or individuals, is an onerous task indeed. At a time when Canadian publishers are producing some 3000 new titles each year, and new American publications number nearly 40,000, and when thousands of new films, film-strips, and sound recordings are flooding the market, the people in charge of selecting for schools need help. The best-trained librarian or media specialist is unable to keep up with changes in the market place without depending on reliable selection aids. This publication attempts to draw together some of those aids, annotated lists of materials available for purchase.

Most of the bibliographies listed herein are available at the Manitoba Department of Education Library, some in the reference (non-circulating) collection, some available for loan. The call numbers listed to the left of the titles indicate if the title is in reference (R). Call numbers without the R in the first line are available for loan. Note that in a few instances, the library holds both reference and free-loan copies.

The bibliography is divided into two major sections. Section A includes the 'Finding Aids'. School Librarians are familiar with the basic tools with which to check the current availability of materials. These tools identify what is in print or, at least recently produced, and full bibliographic information is given. They do not evaluate materials, only identify their existence. Section B includes some 65 major evaluative tools, which are designed to assist the selector. Many are special subject bibliographies, in specific subject areas; 33 are Canadian lists, emphasizing the need for Canadian content in our schools.

Grateful acknowledgement is offered for permission to use material from several sources - from Guide to Selecting Canadian Materials: Bibliography of Bibliographies, Canadian. Book Information Centre (CBIC): from Marda Woodbury's 3 volume Selecting Materials for Instruction, Libraries Unlimited; and from Selection Aids for Saskatchewan Schools, Saskatchewan Department of Education. The cooperation of the staff of the Manitoba Department of Education Library is appreciated.

Robert W. Piper, compiler.

SECTION A: FINDING AIDS

These bibliographies identify which items are currently in print: They do not provide evaluative descriptions, but they do let the selector know what is currently available in the field.

BOOKS IN PRINT 1980 - 81: Titles
BOOKS IN PRINT 1980 - 81: Authors
SUBJECT GUIDE TO BOOKS IN PRINT 1980 - 81

The above three titles, published annually by the R.R. Bowker Company of New York, provide alphabetical lists by author, title and subject of most books being published in the U.S.A during the year.

BRITISH BOOKS IN PRINT: the reference catalogue of current literature . . . .
London, Whitaker, 1874

A computer-produced annual with authors, titles and catchwords in a single alphabetical sequence. The 1980 issue lists some 321,538 titles from 10,133 publishers.

CANADIAN BOOKS IN PRINT: AUTHOR AND TITLE INDEX 1980, ed. by
Martha Pluscauskas and Marian Butler
Toronto: U of T Press, 1981

The only complete reference and buying guide to English-language books currently in print. Over 23,000 titles bearing the imprint of a Canadian publisher, listed alphabetically in both author and title indexes. Also the most complete directory of Canadian publishers available, listing names, standard book number prefixes, and addresses of nearly 1,400 publishers.

CANADIAN BOOKS IN PRINT SUBJECT INDEX 1980, ed. by
Martha Pluscauska and Marian Butler,
Toronto: U of T Press, 1981

Lists more than 23,000 books in 600 subject categories. See also reference aid in locating appropriate subject.

CHILDREN'S BOOKS IN PRINT 1980 - 81
SUBJECT GUIDE TO CHILDREN'S BOOKS IN PRINT 1980 - 81

Another companion set from Bowker, these two volumes provide author, illustrator, title and subject access to some 41,150 titles identifiable as children's books currently available for purchase.

EL-HI TEXT BOOKS IN PRINT 1981: SUBJECT INDEX, AUTHOR INDEX, TITLE INDEX SERIES INDEX.

Revised annually in the spring. This useful index covers more than 31,000 textbooks and pedagogical books for elementary, junior high and senior high, including information on supplementary readers.

Materials are arranged by curriculum area with author, title, grade level, publication date, price, publisher and related teaching materials. The book has indexes to textbook series, as well as the usual author and title indexes and publishers' directories.

NICEM INDEXES (National Information Centre for Educational Media, University of Southern California).

Currently, NICEM produces about 17 directories a year in book and microfiche formats. Since it adds between 20,000 and 50,000 items each year, it updates most guides every two years. These are the most complete media directories available. They are all arranged by title, with access through a complex subject-heading list.

The titles listed here are the indexes being published in 1981. Most of these, along with earlier lists, are available in the reference section of the Manitoba Department of Education Library.

Index to 16 mm Educational Films, 7th Edition
Index to 35 mm Educational Filmstrips, 7th Edition
Index to Educational Overhead Transparencies, 6th Edition
Index to 8 mm Motion Cartridges, 6th Edition
Index to Educational Video Tapes, 5th Edition
Index to Educational Audio Tapes, 5th Edition
Index to Educational Records, 5th Edition
Index to Educational Slides, 4th Edition
Index to Producers and Distributors, 5th Edition
Index to Psychology - Multimedia, 4th Edition
Index to Health and Safety Education - Multimedia, 4th Edition
Index to Environmental Studies - Multimedia, 2nd Edition
Index to Nonprint Special Education Materials - Multimedia (Learner Volume), 1st Edition.

PAPERBOUND BOOKS IN PRINT SPRING 1981

This particular list from Bowker includes 190,000 titles of available paperback books accessible by author, title, and subject.

SECTION B: EVALUATIVE TOOLS

These bibliographies include descriptions and/or quotes from reviews of a wide array of materials which might be considered for purchase for schools.

R
016.5
Dea

AAAS SCIENCE BOOK LIST: A Selected and Annotated List of Science and Mathematics Books for Secondary School Students, College Undergraduates and Non-Specialists. Washington: American Association for the Advancement of Science, 1970. Plus 1978 supplement.

The 1970 edition and 1978 supplement give descriptive annotations of 2441 and 2842 books respectively, arranged by Dewey Decimal classification. Contains information on libraries and science education; how to develop the science collection; evaluation and selection of materials.

R
016.5
D4

AAAS SCIENCE BOOK LIST FOR CHILDREN: A Selected and Annotated List of Science and Mathematics Books for Children in Elementary School, and for Children's Collections in Public Libraries, 3rd. ed. Washington: American Association for the Advancement of Science, 1972.

Lists recreational and collateral science reading, including periodicals, through grade 8; some textbooks for reference purposes. Dewey Decimal classification arrangement.

016.9701
C34

ABOUT INDIANS: A Listing of Books, 4th ed. Ottawa: Dept. of Indian and Northern Affairs, 1977. No charge.

Over 600 books about North American Indian people, annotated by Indian university students and arranged by grade level from primary through senior levels.

ADVENTURING WITH BOOKS: A Book List for Pre-K to Grade 6, by Patricia J. Cianciolo and members of the National Council of Teachers of English. Urbana, Illinois: N.C.T.E., 1977.

A reliable guide to more that 2500 quality books for children. Author, illustrator and title indixes are included, and age levels are recommended.

971
R63

AFTER SURVIVAL: A Teacher's Guide to Canadian Resources, by Paul Robinson. Toronto: PMA Books, 1977.

3000 learning materials, both print and non-print, arranged thematically for 25 curriculum subjects throughout all grade levels. Comments, suggestions, ideas for use of the materials and teacher guidance.

A BANQUET OF BOOKS: An Assortment of Engrossing Books for All Ages and Reading Levels, rev. ed., ed. by David Rozniatowski and others. Winnipeg: Manitoba Department of Education, 1977.

This revised bibliography has been prepared in order to assist librarians, teachers, and other interested persons in selecting print materials in book form for reluctant readers. Annotations, suggested reading and interest levels and bibliographic citations are all useful to the selector. Although titles are divided into broad subject areas, lack of author and/or title indexes complicates the location of specific items.

028.52
S87

THE BEST IN CHILDREN'S BOOKS, ed. by Zena Sutherland. Chicago: U of Chicago Press, 1973.

Covers 1400 titles reviewed in Bulletin of the Centre for Children's Books between 1966 and 1972. Includes title index, developmental values index, curricular use index, reading level index, subject index and type of literature index.

R
070.502571
B65
1980

THE BOOK TRADE IN CANADA 1981/L'INDUSTRIE de LIVRE au CANADA, ed. by Edward A. Matheson and Unice A. Thorne. Caledon, Ont.: Ampersand Publishing, 1981.

An annual listing of companies and individuals engaged in publishing, distribution and book-selling. Includes national library awards and prizes for which Canadian authors and publishers are eligible, bookstores and their addresses, lists of publishers who are not represented in Canada and Canadian wholesalers and sales agents. Useful not so much as a selection tool as it is a guide to the publishing industry in Canada.

028.52
D74
1977

THE BOOKFINDER: A Guide to Children's Literature About the Needs and Problems of Youth Aged 2-15, by Sharon Spredemann Dreyer. Circle Pines, Minnesota: American Guidance Service, 1977 and 1981.
Vol. 1: through 1974
Vol. 2: 1975 through 1978.

Describes over 1700 titles according to their psychological, behavioral and developmental themes. A Good introductory chapter, along with a list of professional readings help to make this a useful tool for counselors as well as teachers and school librarians.

028.5
C3
1980

BOOKS AND THE TEENAGE READER: A Guide for Teachers, Librarians and Parents, 2nd. rev. ed. by Robert G. Carlsen. New York: Harper & Row, 1980.

A descriptive guide to over 1200 titles of interest to young people. Each chapter deals with a different aspect of young people's literature from "Sub-literature" and "The Shocker" to "Poetry" and "The Peace of the Classics." Author - title index facilitates finding specific items.

R
028.52
N38

BOOKS FOR SECONDARY SCHOOL LIBRARIES 5th ed. compiled by a committee of Librarians from member schools of the National Association of Independent Schools. New York: Bowker, 1976.

6291 books selected to represent high standards of scholarship in the traditional areas. No fiction, periodicals, or non-book materials are included. Very limited Canadian content, but good world coverage on the basic areas of knowledge. No annotations.

028.52
N37

BOOKS FOR YOU: A Book List for Senior High School Students, 2nd. ed. by Kenneth Donelson. Urbana, Illinois: N.C.T.E., 1976.

An Annotated list of leisure reading suitable for high school students.

R
028.1
T84
1975-78

CANADIAN BOOK REVIEW ANNUAL, ed. by Dean Tudor, Nancy Tudor, Linda Biesenthal. Toronto: PMA Books, annual 1975.

An evaluative guide to Canadian English language trade books. Titles arranged in subject classification. Reviews are 200-400 words long. Author, title and subject indexes. List of contributors.

028.52
C35
1980

CANADIAN BOOKS FOR YOUNG PEOPLE/LIVRES CANADIENS POUR LA JEUNESSE, 3rd. ed., ed. by Irma McDonough. Toronto: U of T Press, 1980.

Almost 2,000 children's books and magazines selected by a team of children's librarians. Entries are arranged by subject, with reading levels indicated where necessary. Separate author-title index. A list of prize-winning Canadian children's books, and basic book list for librarians, parents and librarians are included in this illustrated volume.

R
011.37
I53

CANADIAN FEDERATION OF FILM SOCIETIES INDEX OF 16 mm and 35 mm FEATURE LENGTH FILMS AVAILABLE IN CANADA, 16th ed. Toronto: Canadian Federation of Film Societies, 1980.

This film bibliography, alphabetically arranged by title, is really a 'finding' list, as it indicates the agencies which loan films out on a rental basis. There is no attempt to evaluate titles. Four appendices list films by director, by leading player, by country of origin, and by distributing company.

R
016.813
F44
and
016.813
F44

CANADIAN FICTION: An Annotated Bibliography, ed. by Margery Fee and Ruth Cawker. Toronto: PMA Books, 1976.

In-print fiction titles by about 100 authors published to the end of 1974, including Quebec novels in translation and critical and biographical studies, are listed with brief annotations. Valuable at high school level. Primarily a selection tool for teachers who are setting up courses in Canadian literature. Over 100 children's books are included. Title index and subject guide.

011.02
R9

CANADIAN REFERENCE SOURCES: A Selective Guide, ed. by Dorothy E. Ryder. Ottawa: Canadian Library Association, 1973. (plus 1975 supplement).

Organized under broad topics such as general reference work, history, humanities, science, social science and is further broken down. Full bibliographic detail and annotated. Annual updatings are found in the Canadian Library Journal.

R 015.71 J36 and 015.71 J37

CANADIAN SELECTION: Books and Periodicals for Libraries, ed. by Edith Jarvi, Isabel McLean, and Catherine MacKenzie. Toronto: U of T Press, 1978.

A selective annotated bibliography of some 4300 English-language books and periodicals about Canada, published in Canada, or written by Canadians at home and abroad. It includes a wide range of subjects, among them literature, biography, history, social sciences, and legal literature. A special effort has been made to include regional writings, and the significant contributions of Canada's small presses.
The catalogue is divided into five sections: a list of monographs and periodicals useful in building collections of Canadian materials; the annotated titles in order of Dewey Decimal classifications; a selective list of Canadian periodicals; an author/title/subject index to the 4300 titles; and a list of publishers represented in the volume. The book provides a unique guide for librarians selecting, assessing, and cataloguing collections of Canadian materials, and a useful reference for Canadian studies.

CANADIAN SELECTION: Books and Periodicals for Libraries 1977-1979 Supplement, by Isabel K. McLean with the assistance of Edith J. Jarvi. Toronto: U of T Press, 1980.

Contains over 1,800 new titles and 35 new periodicals published up to the end of 1979. Like the parent catalogue, it is divided into five sections.

R 017.437 R68 and 017.437 R68

CANADIAN SELECTION: Filmstrips, compiled by Helene de F. Rothwell, Toronto: U of T Press, 1980.

Annotated bibliography of Canadian-produced filmstrips, listing about 1,800 significant items, in English and French, up to August, 1978. For children and young adults. Lists filmstrips by Dewey Decimal classification.
Also contains key abbreviations, title index, series list, and a directory of distributors.

R 016.840809714 B7 and 016.840809714 B7

A CHECKLIST OF PRINTED MATERIALS RELATING TO FRENCH-CANADIAN LITERATURE 1963-1968/LISTE de REFERENCE d'IMPRIMES RELATIFS à la LITTERATURE CANADIENNE-FRANCAISE 1963-1968 2nd. ed. ed. by Gerald Tougas. Vancouver: U.B.C. Press, 1973.

This second enlarged edition of Gerard Tougas' Checklist is essentially a primary bibliography of French-Canadian literature from the nineteenth century to 1968. The Checklist, containing over 2800 titles, represents the holdings of the University of British Columbia Library. The U.B.C. collection comprises a substantial portion of the total body of work published in this field. Included are books, pamphlets and microfilms.

028.52
A72
1977

CHILDREN AND BOOKS, 5th ed. by May Hill Arbuthnot and Zena Sutherland. Glenview, Illinois: Scott, Foresman, 1977.

Discusses all aspects of children's literature as well as topics such as current social issues relating to children's books. Extensive bibliographies make this a handy and comprehensive selection tool.

R
011
W5C
and
011
W5C

CHILDREN'S CATALOGUE 13th ed. New York: H.W. Wilson, 1976 (Basic edition every five years plus annual supplements).

5,415 titles in the initial volume, with approximately 2200 additions in the supplements. Books are selected by a group of consultants, experienced librarians from widely dispersed geographical areas. Part 1, the classified catalogue, arranges entries containing complete bibliographic information according to the Dewey Decimal Classification, followed by Fiction, Story Collections, and Easy Books. Part 2 is an author, title, subject and analytical index. Part 3 is a directory of publishers and distributors.

016.810
G56
1973

A CONCISE BIBLIOGRAPHY OF ENGLISH-CANADIAN LITERATURE, rev. ed., ed. by Michael Gnarowski, Toronto: McClelland and Stewart, 1978.

Publications to the end of 1975 are found in this bibliography, which includes both literary works and criticisms of them.

016.3731
B765
1979

CORE MEDIA COLLECTION FOR SECONDARY SCHOOLS, 2nd, ed., by Lucy Gregor Brown. New York: Bowker, 1979.

Provides a qualitative selection guide to approximately 300 favourably reviewed titles. Annotations, Dewey Decimal numbers, Sears Subject headings all help to make this invaluable guide to establishing a core collection of media for the junior and senior high school.

CORE REFERENCE FOR MANITOBA SCHOOLS K-12: A Selection Guide for School Libraries. School Library Guide Number III. Winnipeg: Manitoba Department of Education, 1979.

This annotated list of reference books includes most items which might be considered for inclusion in a Manitoba school library. Each item is recommended for either elementary, junior or senior high school, and prices are included.

R
016.423
K57

DICTIONARY BUYING GUIDE: A Consumer Guide to General English-Language Wordbooks In Print, by Kenneth F. Kister. New York: Bowker, 1977.

Evaluates some 58 general adult English-language dictionaries, 60 school and children's dictionaries, and 225 special-purpose dictionaries and wordbooks which complement or supplement general dictionaries.

016.37133523
C65
1980

EDUCATIONAL FILM LOCATOR: of the Consortimum of University Film Centers and R.R. Bowker Company, 2nd. ed. New York: Bowker, 1980.

This selective compilation of approximately 40,000 film titles lists the holdings of some 50 university film libraries. Besides being a composite holdings list, it is useful as a selection tool as it includes descriptive annotations.

R
028.52
E54
1979
and
028.52
E54
1979

THE ELEMENTARY SCHOOL LIBRARY COLLECTION: A Guide to Books and Other Media, 12th ed., ed. by Lois Winkel, Williamsport, Penn: Bro-Dart, 1979.

A recommended list of print and non-print materials for grades K-6 on a wide variety of curriculum topics. Serves as a useful guide to teachers and librarians in establishing and building up a school library collection.

R
016.03
W3
1976

ENCYCLOPEDIA BUYING GUIDE: A Consumer Guide to General Encyclopedias In Print, 2nd. ed., ed. by Kenneth F. Kister. New York: Bowker, 1978.

An invaluable tool in the selection of encyclopedias, this book evaluates 36 nonspecialized encyclopedias available on the American market.

R
791.438
F43
1979

FEATURE FILMS ON 8 mm, 16 mm, and VIDEOTAPE: 6th ed.: A Directory of Feature Films Available for Rental, Sale and Lease in the United States and Canada, with a Serial Section and a Director Index, compiled and ed. by James L. Limbacher. New York: Bowker, 1979.

More of a 'finding' tool than a selection tool, this list indexes some 20,00 feature films available for rental, sale and lease from best-known distributors. The main body of the work lists films alphabetically by title, giving the title, the country of origin (or theatrical distributor in the case of American releases), year of release, running time, format, names of major cast members, director, some indication of availability for rent or purchase, and a coded location device.

R
791.435
1978-79

FILM CANADIANA 1979-80, ed. by Alison Reid. Ottawa: Canadian Film Institute, 1980. (Annual)

The yearbook of the Canadian film industry, listing production credits, synopses, and distribution information on over 1,000 films produced in Canada in 1979. Names, addresses and phone numbers of 100 major film and television organizations; approximately 2,200 production and distribution companies in Canada; information on festivals and awards; names and addresses of laboratories, sales and rentals, studios, theatre chains and investment guarantors. Index listing filmmakers, technicians, actors and actresses with films they worked on.

016.025177
C43

FILM LIBRARY ADMINISTRATION BIBLIOGRAPHY: 1978 Revised Edition, compiled by Maryann Chach and Carol A. Emmens. New York: Educational Film Library Association, 1978.

Besides providing lists of available films and film sources, this bibliography includes many titles useful to the media specialist in charge of setting up and maintaining a film collection. Includes such titles as Bowker's Film Review Digest and Film Literature Index, both useful search tools to the media selector.

R
028.137
F54

THE FILM USERS' GUIDE TO CANADIAN SHORT FILM, Vol. 1, ed., by Brenda M. Worsnop and Chris M. Worsnop, Mississauga, Ontario: Wright Communications, 1979.

Detailed critical annotations of some 550 Canadian short films makes this an invaluable handbook for the school librarian or teacher evaluating film for purchase (or loan). The subject heading index, film reviewers' index and full cross-referencing of series titles all combine to assist the user of this guide.

016.05
H39

FREE MAGAZINES FOR TEACHERS AND LIBRARIES, 2nd. ed., Compiled and edited by Ken Haycock. Toronto: Ontario Library Association, plus 1978 supplement.

A selected list of almost 500 recommended free periodicals arranged by subject with title index. Criteria for inclusion were the content, format, frequency.

028.52
W57

GATEWAYS TO READABLE BOOKS: An Annotated Graded List of Books in Many Fields for Adolescents Who Are Reluctant to Read or Find Reading Difficulty, 5th ed., by Dorothy E. Winthrow and others. New York: H.W. Wilson, 1975.

An excellent source of information on approximately 1,000 titles recommended for students with reading difficulties.

011.02
J37
1977

GUIDE TO BASIC REFERENCE MATERIALS FOR CANADIAN LIBRARIES, 6th ed., ed. by Diane Henderson and others. Toronto: U of T Press, 1980.

Considerably revised and updated new edition is divided into four major sections: General Reference, Humanities, Social Sciences, and Science and Technology. Many titles are annotated.

R
011.02
W5
1976

GUIDE TO REFERENCE BOOKS, 9th ed., compiled by Eugene P. Sheehly and others. Chicago: American Library Association, 1976.

R
011.02
W5S
1976

GUIDE TO REFERENCE BOOKS, Supplement to 9th ed., compiled by Eugene P. Sheehy and others. Chicago: American Library Association, 1980.

Sheehy's Guide and Supplement together form a most comprehensive tool for evaluating reference books of all types at all levels.

Author, title and subject index of some 1,800 entries guides the user to annotated entries.

011.02
W93

GUIDE TO REFERENCE BOOKS FOR SCHOOL MEDIA CENTERS, by Christine L. Wynar. Littleton, Colorado: Libraries Unlimited, 1973.

GUIDE TO REFERENCE BOOKS FOR SCHOOL MEDIA CENTERS, Supplement, by Christine L. Wynar. Littleton, Colorado: Libraries Unlimited, 1976.

Includes annotated entries for reference books and selection tools for elementary, junior and senior high schools. Sections for media sources, media selection, and general reference are followed by subject listings. References to reviews and listings in standard guides assist the user in evaluation of items.

GUIDE TO SELECTING CANADIAN MATERIALS: Bibliography of Bibliographies 1981. Toronto: Canadian Book Information Centre, 1981.

This list of bibliographies gives the selector many titles of special interest. It is an excellent selection tool for lists of Canadian materials, both print and non-print. Full bibliographic description, including price and ISBN, is given in the main alphabetized title list. Additional sections cover idea books, materials selection in French, periodicals, catalogues, and a list of the Canadian Book Information Centre members.

016.51
S25

THE HIGH SCHOOL MATHEMATICS LIBRARY, rev. ed., by William L. Schaaf. Reston, Virginia: National Council of Teachers of Mathematics, 1976.

A handy guide for librarians, teachers and students purchasing books in the field of mathematics.

015.71
S24

IN SEARCH OF CANADIAN MATERIALS, rev. Winnipeg: Manitoba Department of Education, 1978. plus supplements 1979, 1980, 1981.

Annotated lists of some 2,400 items recommended for purchase by Manitoba Schools. Includes sections on periodicals, general reference books, and non-print materials listed in specific subject areas.

015.71
M351

IN SEARCH OF FREE CANADIAN MATERIALS. Winnipeg: Manitoba Department of Education, 1978

Lists hundreds of items available free from Canadian government and business sources, with grade level recommendation and address of supplier.

R
011
W5j
1980

JUNIOR HIGH SCHOOL LIBRARY CATALOG, 4th ed. New York: H.W. Wilson 1980.

(Basic edition every five years plus annual supplements.)

and
011
W5j
1980

Lists a basic collection of approximately 4,000 titles, which, with the four annual supplements (1981-84) will include nearly 6,000 titles. Books included in this list are selected by an advisory committee of distinguished librarians. Part 1 is the classified section, arranged according to the Abridged Dewey Classification, and includes full bibliographic information, annotations, and suggested Sears subject headings. Part 2 is an author, title, subject and analytical index. Part 3 is a directory of publishers and distributors of books included in the catalogue.

R
819.09005
K55
and
819.09005
K55

LITERARY HISTORY OF CANADA: CANADIAN LITERATURE IN ENGLISH, 2nd. ed., ed. by Carl F. Klinck, Alfred G. Bailey and others. Toronto: U of T Press, 1976. (3 vols.)

Bibliographical essays on all genres of Canadian writing. Includes Canadian writing in the fields of travel, history, political science, folk tales, fiction, poetry, essays, science, religion, philosophy, drama and theatre and children's literature. Bibliographies.

LOOKING FOR MANITOBA GOVERNMENT PUBLICATIONS: An Annotated Bibliography of Books and Pamphlets, ed., by John Tooth. Winnipeg: Manitoba Department of Education, 1978.

This is an annotated bibliography of thousands of Manitoba Government publications, listed under the publishing agency or department. Audio-visual titles are excluded. Subject and title indexes assist the user in finding specific materials.

LOOKING FOR MANITOBA GOVERMENT PRODUCTIONS: An Annotated Bibliography and Holdings List of Government Produced Audio-visual Materials, ed., by John Tooth. Winnipeg: Manitoba Department of Education, 1982.

Slated for publication in 1982, this annotated bibliography will provide teachers, librarians and other educators access to the many productions of various government agencies in the province.

R
016.05
K38
and
016.05
K38

MAGAZINES FOR LIBRARIES, 3rd. ed.: For the General Reader and School, Junior College, College, University, and Public Libraries, by Bill Katz and Berry G. Richards. New York: Bowker, 1978.

This is a classified, annotated guide to magazines in major subject areas. Emphasis is American, with some Canadian and British titles. Invaluable aid in the selection of magazines.

MATHEMATICS LIBRARY - ELEMENTARY AND JUNIOR HIGH SCHOOL, 4th ed., by Clarence Ethel Hardgrove and Margariete M. Wheeler. Reston, Virginia: National Council of Teachers of Mathematics, 1978.

Covers material dealing with mathematical concepts from primary through junior high school levels. Grade levels, annotations, publisher's directory all included.

MODERN ENGLISH-CANADIAN POETRY: A Guide to Information Sources, ed., by Peter Stevens. Detroit: Gault Research, 1978. (vol. 15 of American Literature, English Literature, and World Literature in English: An Information Guide Series.)

Along with chapters on reference sources, literary histories, major anthologies and periodicals, contains three major chapters, divided into three historical periods, on specific poets. Includes notes on availability of manuscript and paper collections.

R
028.52
G7
1977

A MULTI-MEDIA APPROACH TO CHILDREN'S LITERATURE: A Selective List of Films, Filmstrips, and Recording Based On Children's Books, 2nd. ed., by Ellin Greene and Madalynne Schoenfeld. Chicago: American Library Association, 1977.

A useful buying guide to a quality collection of book-related non-print materials for use with children from pre-school to grade 6. Covers 550 books, 225 films, 300 film-strips and 375 recordings.

NATIVE PEOPLES: Department of Education Resources Pertaining to Indians, Inuit and Metis. Winnipeg: Manitoba Department of Education, 1980.

"This multi-media resource list has been prepared to provide information for teachers, librarians and others interested in material about North American Indians, Inuit and Metis. ... Selections are annotated, with the library call number, and the grade level is indicated wherever possible."

010
B56

NEW PAPERBACKS FOR YOUNG ADULTS: A Thematic Guide, by Fay Blostein, Toronto: Ont. Lib. Assoc., 1979.

Annotated and arranged in three age groups.

R
016.051
and
016.051
R52

PERIODICALS FOR SCHOOL MEDIA PROGRAMS, by Selma K. Richardson. Chicago: American Library Association, 1978.

Provides annotated entries for more than 500 periodicals suitable for students from kidergarten to grade twelve. Includes an excellent appendix on periodical indexes which describes the major American indexes.

R
011.02
59

REFERENCE AND SUBSCRIPTION BOOKS REVIEWS. Chicago: American Library Association, bienial. (Formerly Subscription Books Bulletin Reviews).

Collects the reviews of reference books that have appeared in The Booklists. Gives full bibliographic data, describes and evaluates each title in detail-enumerating strength, and weaknesses.

028.52
P5
1970

REFERENCE BOOKS FOR ELEMENTARY AND JUNIOR HIGH SCHOOL LIBRARIES, 2nd. ed., by Carolyn Sue Peterson. Metuchen, N.J.: Scarecrow Press, 1975.

Almost 900 titles suggested for use in school libraries, covering a wide span of interest, curriculum needs and levels of difficulty of youngsters from preschool through ninth grade.

R
028.52
A88
and
016.370971
A88

REFERENCE SOURCES ON CANADIAN EDUCATION: An Annotated Bibliography, compiled by E. Auster. Toronto: O.I.S.E. Press, 1978.

Comprehensive listing of works dealing with Canadian education.

THE REPUBLIC OF CHILDHOOD: A Critical Guide To Canadian Children's Literature in English, 2nd. ed., by Sheila Egoff. Don Mills, Ont.: Oxford U Press, 1975.

Critical essays on Canadian children's literature including informative lists for ordering.

971.007
P33

SEEING OURSELVES: Films for Canadian Schools, by James Page, Published by the National Film Board of Canada, distributed by Canadian Film Institute.

An essential tool for selection of films relevant to Canadian Studies in junior, senior or undergraduate schools. Divided into two segments, "The Themes" and "The Films," this annotated bibliography offers critical evaluation of 300 films selected under two major criteria - informational content and aesthetic appeal.

A SELECTED BIBLIOGRAPHY OF MUSICAL CANADIANA, rev. ed., by Ian L. Bradley, Victoria, B.C.: U. Victoria Press, 1976.

A revised edition of an important reference work containing some seven hundred new titles.

R
016.37133
S58
1978

SELECTING INSTRUCTIONAL MEDIA: A Guide to Audiovisual and Other Instructional Media Lists, by Mary Robinson Sive. Littleton, Colorado: Libraries Unlimited, 1978. (Formerly Educators' Guide to Media Lists.)

This book is designed to aid in the selection and purchase of instructional media. It is an annotated bibliography of 428 selected lists of media published by a vast array of individuals and institutions. Author, title, subject media and instructional level indexes add to the value and utility of this bibliography of bibliographies.

R
011
and
011
W55

SENIOR HIGH SCHOOL LIBRARY CATALOG, 11th ed. New York: H.W. Wilson, 1977. (Basic edition every five years plus annual supplements.)

Lists a basic collection of 5281 titles, which, with the four annual supplements (1978-81) will include nearly 8,000 titles.

Books included in this list are selected by an advisory committee of distinguished librarians. Part 1 is the classified section, arranged according to the Dewey Classification system, and includes full bibliographic information, annotations and suggested Sears subject headings. Part 2 is an author, title, subject and analytical index. Part 3 is a directory of publishers and distributors of books included in the catalogue.

SOURCEBOOK ON CANADIAN WOMEN, ed., by Philomena Hauck. Ottawa: Canadian Library Association, 1979.

Extensively annotated bibliography covering books from all areas of women's interests, from women and the law, through work of daycare, literature by and about women. Also covers periodicals, audio-visual material, and general information sources. Gives addresses of publishers and index.

SPORTS, by Marshall F. Nunn. Littleton, Dolorado: Libraries Unlimited, 1976.

Provides the librarian and sports fan with an annotated list of 649 books and 93 periodicals on major competative sports in North America. Recreational sports are not included.

R
050.25
S73

THE STANDARD PERIODICAL DIRECTORY 7th ed. 1981-82: The Largest Authoritative Guide to United States and Canadian Periodicals ... Information on More than 65,000 Publications, ed., by Patricia Hagood. New York: Oxbridge Communications, 1980.

The main section of this guide is a subject arranged title list of periodicals, each given with full bibliographic data, including price (rates given are for one-year, individual subscriptions within the country of origin). Descriptive annotations are added. An index and a subject oriented table of contents are necessary aids to finding periodicals within the subject groupings.

TEACHING CANADIAN STUDIES: An Evaluation of Print Materials, 1-13, by Virginia Robson and Christine Sylvester, Toronto: O.I.S.E. Press, 1980.

Detailed examination of the content, readability, and usefulness of Canadian publications used in the schools across Canada.

R
016.971
A77
and
016.971
A77

WESTERN CANADA SINCE 1870: A Select Bibliography and Guide, by Alan F.J. Artibise. Vancouver: U.B.C. Press, 1978.

The first one volume guide to the most significant literature in the social sciences and humanities on all four western provinces up to 1977. The 3800 entries include periodical articles and theses as well as books and bibliographies organized into 63 categories by topic and by province.